

Overview of USBE/Panorama Partnership

Longstanding [research](#) has shown that effective early warning systems can significantly reduce the percentage of students with course failures and chronic absences, ultimately placing more students on a positive trajectory for college and career readiness. In 2017, after the Utah State Legislature passed H.B. 404, which “provides for systems to identify students in need of early intervention,” Panorama Education was awarded the contract to pilot an Early Warning System to 15 schools in the state with its Student Success platform. Based on the strong interest and anticipated impact of the program, the project has increased in size to support 125 opt-in schools, covering the entirety of Ogden, Provo and Box Elder school districts, as well as strong pilots in Davis, Jordan, Nebo and Murray school districts. Each district has been able to take advantage of the key benefits of the system, while also customizing the platform to the unique needs and interests of their district.

While the initial scope of the project was focused on Attendance, Behavior, and Coursework (the “ABCs”) the implementation has expanded to provide an easy-to-use early warning system that expands on the “ABCs” of student data to also include assessments, social-emotional learning (“SEL”), and intervention data. [Research](#) based on usage of the platform nationally has demonstrated strong correlations between Social-Emotional Learning (e.g. Self-Management, Self-Efficacy) indicators and the common data on the “ABC’s” often used for early warning indicators, creating a broader and more holistic approach to student data. All LEAs are engaging in “SEL” measurement -- to measure things like connectedness and self-management -- for students across all of their schools.

Since the spring of 2018, schools have been leveraging [this platform](#) as an actionable early warning system that help educators proactively identify at-risk students and plan interventions to get them back on track. By integrating data from multiple sources on a daily basis (e.g. Aspire, DIBELS, Educator’s Handbook), Panorama provides educators with real-time trends so that they can intervene at the first sign that a student is struggling. The platform not only flags at-risk students, but also offers clear “on track” indicators to highlight students’ progress toward graduation and college/career readiness. With Panorama, schools and districts can support every student’s growth across multiple dimensions of success.

The state has continued to see strong interest in the program from LEAs that are hopeful that the funding will increase to include more schools. These LEAs include Tooele, Granite, Washington County, Iron County, Cache, and others. Jordan, Davis, Murray and Nebo have also shared an interest in scaling the project across their district if additional funding becomes available.

Value of an Early Warning System

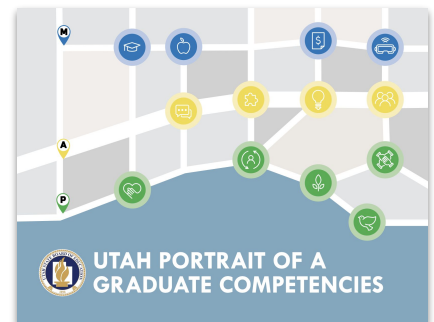
Nebo School District Kicked off their Early Warning System project two weeks ago, and articulated the following needs when asked about why they chose to enter into the USBE EWS pilot:

- Up until now, someone in the district put all data into an excel spreadsheet and added risk factors. There has been too much time spent on data entry, and not enough time spent with students. There is been too much time talking about 1 student's back story and not enough time assessing the effectiveness of interventions at a systems level.
- There has been no way to identify students to pull into group interventions
- Youth Support Meetings (made up of school administrators, teachers, counselors, and other specialists) have not had a system for tracking interventions
- School teams need the ability to see everything in a single place, and add interventions within the same system. They need a way to make data more accessible to student support teams at the district and school level.
- Schools teams need a way to report out on interventions at the district and school level.
- Schools need to be able to see SEL data alongside other data points. Students are experiencing depression and anxiety, but it's difficult to identify those students without a measurement tool
- Schools want an SEL measurement tool aligned to the CASEL competencies
- Schools want SEL data to reach students how to self-reflect, currently, they don't have this type of data



Value of Using a Single EWS Across the State:

- Ability to align system to state-specific frameworks, such as the Utah Portrait of a Graduate
- The state has the ability to analyze trends across districts, and differentiate support accordingly
- Contracting directly with the state allows the vendor to offer discount pricing based on that scale, which is vastly different from what LEAs and schools would have to pay for individually
- This discounted pricing structure allows schools that would not have otherwise been able to afford the EWS to use it to support students



Why SEL Data is Critical for an EWS?

An early focus on SEL through an early warning indicator system gives schools the opportunity to support SEL from the start and it may give schools return on their investment through other school outcomes (such as attendance, behavior, and coursework/academics).

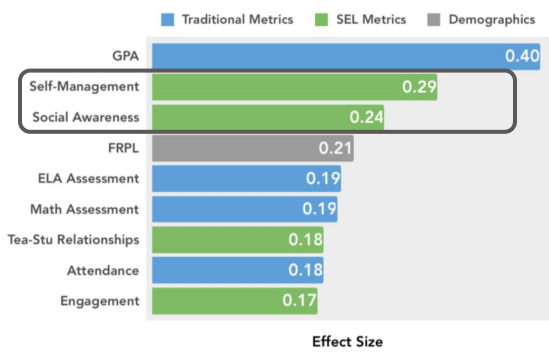
Districts participating in the UT EWS pilot have seen impact across attendance, behavior, and academics by taking an intentional focus on SEL, and using SEL data to drive decision-making (see next slide for examples).

SEL Competencies are consistently among the most highly correlated areas of measurement in an Early Warning System

What is most associated with failing grades?



What is most associated with behavior incidents?



	At Risk of Not Graduating	College & Career Ready
Attendance	Students who miss 10% of more of school	Students who miss less than 5% of more of school
Behavior	Mild sustained misbehavior and suspensions	Effort and agency
Course Performance	Failing a core course	Students with a B or higher average
+ Social-Emotional Learning	Reporting few or no SEL strengths	Reporting many or all SEL strengths

Why SEL Data is Critical for an EWS

Julie Scherzinger, Assistant Principal at Herriman High, on how the Jordan School District high school has seen **50% fewer F's** and **61% fewer tips in reporting suicide ideation at the school by bringing SEL data alongside academic indicators**:

"There are two [EWS] dashboards that I use often that helped us achieve these results. The first is the SEL Survey dashboard and the second is the [EWS] dashboard. I live in these dashboards and use them weekly in our MTSS and RTI meetings because the data give us a more holistic view of the student that helps inform our decisions.

All of this helps us optimize our student support systems. For example, in a matter of three seconds, I can tell you every ELL student in my building, if any are failing, and beyond that I can tell you what grade they're in, if they have a 504 or IEP, and get any relevant information I need to identify gaps."



"In our district plan, SEL and academics are side by side. They are both equally important parts of what we are doing. We believe that as we educate and graduate students, we have to prepare them in both areas. " –Aspen Florence, Director of Student Advocacy

Furthermore, Ogden, through their focus on student connectedness, have decreased chronic absenteeism and increased graduation rate from Ogden High School by 19%.

Spotlight on Attendance:

Ogden School District (UT)



- As one lever to increase K-12 literacy and graduation rates, Ogden is focused on boosting attendance; **24.4% of students** in Ogden are **chronically absent**.
- For Ogden, the path to decreasing chronic absenteeism starts with improving relationships. Only **29% of students** in grades 6-12 reported that they **feel connected to adults at school**.
- In addition to running monthly attendance campaigns, school and district leaders use [an early warning system](#) to **monitor attendance data alongside student SEL data** on self-efficacy, sense of belonging, and more. This allows administrators to take proactive, data-driven action to resolve attendance problems at the student, school, and district levels.

Overview of Utah EWS Pilot

Currently, 7 LEAs, Ogden, Box Elder, Provo, Jordan, Davis, Nebo, and Murray are participating in the UT EWS pilot, and Weber partners with Panorama outside of the pilot. Through partnerships with the **7 participating LEAs, 125 schools** supporting over **95,000 students** are being equipped with real time access to academic, attendance, behavior, and social-emotional learning data through this early warning system.

Across the last two school years, there have been over 30,000 interventions documented for student supports across 5 pilot LEAs.



*"Last year (2018-19) as far as tracked intervention that were readily available, I **had zero**. Zero incidents of tracked intervention. **This year** (2019-20), we just counted, we have **2044 documented Tier 2 behavior interventions in Panorama**. That's pretty powerful for us."*

- Aspen Henderson, Supervisor of Student Advocacy Services (Ogden School District)



Davis School District



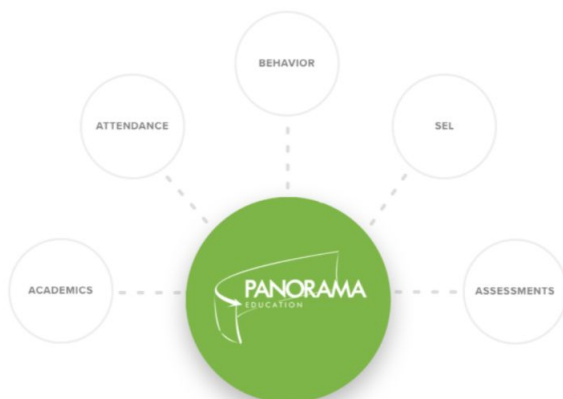
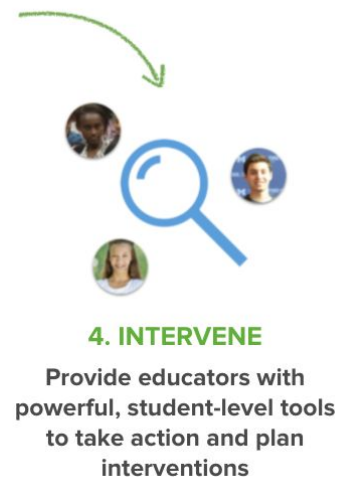
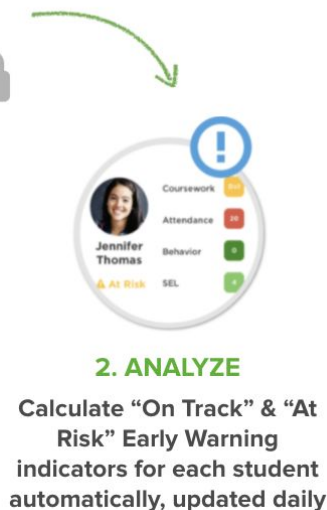
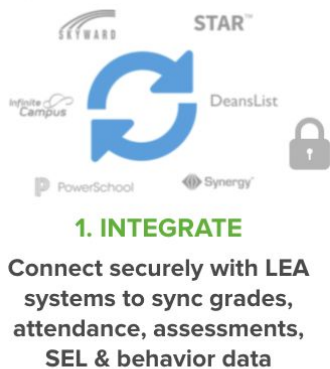
BOX ELDER
SCHOOL DISTRICT
Learning is Everything



MURRAY
COMMUNITY SCHOOL DISTRICT

What is Panorama Student Success?

- ★ **Key Student Data in One Place:** Academics, attendance, behavior, social-emotional learning - integrated into Panorama
- ★ **Student Support and Intervention:** Student support, intervention, and collaboration tools, to help every student succeed
- ★ **Social-Emotional Learning:** Evidence-based SEL measurement and strategies to improve SEL embedded within the platform
- ★ **School System Performance:** Give school, LEA, and state leaders a clear picture of performance and growth across schools and LEAs
- ★ **Equity Insights:** Promote equity by monitoring performance and growth for each group of students
- ★ **Mental Health Screening:** Option to include additional screener



What Utah Districts are Saying



Counselors often help principals figure out who is on the D and F list. Before Panorama, **this would take us two days to pull out of our systems** and clean up that report. These reports didn't include anything disaggregated about ethnicity, IEPs, or 504s. **With Panorama, we can get this information in a click of a button.** This gives counselors more time to work with students rather than trying to find the data that we need.

— Stacey Worthen, Secondary Counselor Specialist

"With Panorama, we're no longer guessing. We're asking the right questions to understand how to best help students."

— Travis Hamblin, Director of Student Services

Spotlight: Herriman High School

HHS seen **tremendous impact** from integrating new tools and practices with a restorative and holistic Multi-Tiered System of Support (MTSS).



61%

Fewer tips reporting Suicide Ideation to SafeUT year to date, comparing 2019-2020 to 2020-2021

50%

Fewer F's in Secondary Math II with single intervention comparing third quarter 2021 to 3rd quarter 2020

2%

Increase in graduation rate 2019-2019 to 2019-2020. Now highest in district.

Tier 1

Implemented Social health curriculum to be Proactive & Preventative - D. Kozlowski

Utilized Panorama platform to Identify & Intervene

What Utah Districts are Saying



*"Never before in the history of the Ogden School District have we known better, than we know now, **where each child is in relationship to their academic and social-emotional learning needs.**"*

- Rich Nye, Former Superintendent

*"...the dashboard has become an increasingly important tool for us. It allows us to **identify struggling students earlier** and **provide support to students that have fallen off track.**"*

*Consistent with the experiences of other districts, we are finding that many of our students, both high- and low-achieving, have low perceptions of themselves and lack connection with the school. **These students are at-risk in ways that are more challenging to identify.**"*

- Todd McKee, Assistant Superintendent



*"This is going to **revolutionize the way we are able to serve and support students** within our buildings."*

- Sheri Heiter, Director of Curriculum



"What Panorama gives to us is priceless. In the future, we will have fewer children falling through the cracks. I think we're going to save a few kids based on the data we receive."

- Cami Alexander, Elementary Director

*"In this crazy COVID world, it is such a relief to have **one source, Panorama, to access student data** that is pertinent to making decisions on how to **ensure student success for all.**"*

- Jacqueline Whitaker, Director of Student Services

